

## Annex 1

### *Amplified Program Description For Improved Basic Education Strategic Objective Grant Agreement*

#### I. INTRODUCTION

This Annex 1 describes the activities to be undertaken and the Results to be achieved with the funds obligated under this Agreement. Nothing in this Annex 1 shall be construed as amending any of the definitions or terms of the Agreement and all of the definitions set forth in the Agreement shall apply to this Annex. Within the limits of the definitions of the Objective and Results in Section 2.1 and Section 2.2, this Annex 1 may be changed by written agreement of the authorized representatives of the Parties without formal amendment of the Agreement.

#### II. BACKGROUND

##### A. Problem

Quality education is essential for Egypt's successful participation in a global economy, and for improvements in the quality of life for disadvantaged groups such as rural and poor female children of primary and preparatory school age. Improvements in the quality of teaching and in examination, evaluation and teacher support systems, as well as increased enrollment and retention rates in disadvantaged areas, are all necessary. Also important are improving students' critical-thinking skills, increased parental participation in local school management, and less crowded classrooms. Those living in underserved rural areas need additional support to successfully build girls' life-skills, to extend basic skills to second chance learners who have dropped out of the system, and to reduce the high illiteracy rate, especially among girls and women. New relationships between government, non-governmental organizations, private sector, communities, and families must be forged to address all of these needs.

## **B. Ongoing Program**

Significant funds were obligated previously under the Girls' Education grant agreement. For purposes of achieving the mutually agreed upon results identified in that agreement, the funds remaining under that agreement continue to be available until completely expended; accounting for and programming such funds will continue to be governed by the terms of the respective agreement.

## **III. STRATEGIC OBJECTIVE**

### **A. The Objective**

USAID will provide its assistance through this Strategic Objective Grant Agreement (SOAG), which documents expected objectives, results and activities. The Objective, "Improved Access, Quality and Efficiency of Basic Education (with emphasis on girls)" describes this USAID program effort. It will focus on: (a) teaching, supervision, and school administration training; (b) community mobilization for school and student support; (c) private sector involvement; (d) improved quality and capacity for English language teaching; (e) scholarships and life-skills; (f) school readiness and parental education programs; and (g) school establishment and classroom construction, where necessary. Progress toward the achievement of the Objective, as measured by the indicators and targets presented below, will be a major factor in allocating funding for this program.

### **B. Beneficiaries**

The ultimate beneficiaries of this program will be primary, preparatory, and some secondary school students, out-of-school children, and young people up to the age of 24 in the targeted areas of Minya, Beni Sueif, Fayoum, Alexandria, and Cairo. Nationwide, the program will also serve pre-school children aged 3-5 and young women and men aged 9-25 who have started their reproductive lives, and will provide parental education and training. Particular attention will be paid to intermediaries who immediately affect the child beneficiaries, including teachers, trainers, supervisors, school principals, and faculty and student teachers at Faculties of Education (FOEs). MOE and GOE personnel at all levels within the

focus governorates, as well as staff of implementing partners, non-governmental organizations (NGOs), and Community Development Associations (CDAs) also will benefit.

#### IV. RESULTS

USAID assistance under this Agreement will focus on five (5) Results, which contribute to the achievement of the Objective. Several of the targets and baselines for these results will be determined at the overall program design stage as part of that effort. The results are (1) improved instructional quality and learning environment; (2) increased availability and accessibility of schooling; (3) increased opportunity and support for disadvantaged children; (4) improved institutional capacity to plan, manage, assess, and deliver educational services; and (5) rational, improved sector financing.

##### ***Result I: Improved Instructional Quality and Learning Environment***

This result measures success in providing access, quality student-teacher (pre-service) and on-the-job teacher (in-service) training for using child-centered methodology, and improved English language instruction nationwide. The main indicators of achievement of this result include:

- Annual numbers of teachers trained to use modern communicative and child-centered teaching methods;  
(2000 baseline: 4,861; planned 2009 target: TBD)
- Number of Faculties of Education with improved capacity to develop reformed teaching programs in pre-service and in-service training;  
(2002 baseline: 0; planned 2009 target: 26)
- Number of Faculties of Education in which a standards-based approach is developed and introduced to set curricula, test, measure impact and performance of teacher/student.  
(2002 baseline: 0; planned 2009 target: 26)

## **Result II: Increased Availability and Accessibility of Schooling**

This result measures success in improving community mobilization for local school management (with women playing leadership roles) and supporting school construction. It also tracks scholarships to girls in targeted areas, and support for the monitoring of girls' health and well being. Indicators for measuring impact in Cairo will be set at the design stage for Cairo Reform. The main indicators of achievement of this result include:

- Percentage of girls, ages 6-10, enrolled in primary school in rural, Upper Egypt;  
(2000 baseline: 74%; through 2005 target: 78%)
- Percentage of learners ages 11-15, enrolled in preparatory schools in rural, Upper Egypt; and  
(2000 baseline: 61.6%; through 2005 target: 67%)
- Number of NGO/CDAs implementing scholarship, life-skills and parental outreach programs.  
(2001 baseline: 141; planned 2009 cumulative target: 200)

## **Result III: Increased Opportunity and Support for Disadvantaged Children**

This result measures success in creating collaborative, local partnerships and joint implementation with CDAs to implement formal and non-formal programs for poor girls, to build literacy and numeracy skills, promote girls' education, and encourage sound health and hygiene practices. The main indicators of achievement of this result include:

- Number of school placements created through scholarships (especially for girls);  
(2002 baseline: 7,800; planned 2009 cumulative target: 18,000)
- Number of girls/young women receiving formal and non-formal education through USAID programs.  
(2002 baseline: 35,000; planned 2009 cumulative target: 150,000)

**Result IV: Improved Institutional Capacity to Plan, Manage, Assess, and Deliver Educational Services**

This result measures success in strengthening the MOE and the Ministry of Higher Education (MOHE) to sustain improved quality of teacher training systems, building the capacity of their relevant training entities, supporting the Education Pilot Reform, and building the capacity of local NGOs and CDAs. The main indicators of achievement of this result include:

- Percentage of schools supported by USAID with fully-authorized and operational parent/teacher community boards;  
(2002 baseline: 0; planned 2009 target: 85%)
- Number of private sector groups supporting school reform;  
(2001 baseline: TBD; planned 2009 target: TBD)
- Percentage of managers and administrators in reform schools using improved planning and management skills; and  
(2002 baseline: 0; planned 2009 target: 70%)
- Number of Faculties of Education in which a standards-based approach is introduced to set curricula, test, measure impact and teacher/student performance.  
(2002 baseline: 0; planned 2009 target: 26)

**Result V: Rational, Improved Sector Financing**

This result measures success in improving the effectiveness of investments in education, management changes, educational practices, and private sector and community involvement. The main indicators of achievement of this result include:

- MOE/GOE assumption of activity-associated recurrent costs (index); and  
(2002 baseline: TBD; planned 2009 target: TBD)
- Number of districts in reform governorates with decentralized decision-making in targeted reform communities.  
(2001 baseline: TBD; planned 2009 target: TBD)

## V. ACTIVITIES

Activities must meet essential selection criteria. These include demonstrated conformity with the objective, a clear relationship with the intended result, the measurability of results and distinct identity of the activity, and the proposed costs that are commensurate with anticipated benefits.

To achieve the Results presented in Section IV of this Annex 1, USAID and the GOE agree that GOE ministries, contractors, U.S. and international grantees, and Egyptian NGOs will carry out the projects and activities described below.

The planned level of assistance shown below for each project is subject to the achievement of performance standards, the availability of funds to USAID for this purpose, and the mutual agreement of the Parties to proceed at the time each increment is provided.

### 1. Education Reform Programs

The Education Reform activities contribute to Results I, II, IV, and V above. The programs will focus on improving the quality of education while incorporating management and administrative reforms at the governorate and local school level. The purpose is to demonstrate how decentralization can be achieved and its impact on improving the quality of education through implementation of systemic changes in the education system. Education reform programs will be implemented in two to three governorates where strong support for undertaking decentralized reforms exists.

Included in the reform efforts are school construction and community mobilization components, targeting children ages 6 to 14 who have never enrolled in or have dropped out of school. It mobilizes communities to create awareness of the importance of education, particularly for girls to involve the community in the implementation of the program.

Currently, a total of 30 primary, preparatory and secondary schools will be targeted in the East and West Districts of Alexandria, which serves as the first focus governorate. An additional 20 schools will be added. An education reform program will be implemented in two other

governorates, Cairo and Minya.

The counterpart for this activity will be the Ministry of Education. Implementing partners include: the Governorate of Alexandria, the Alexandria Development Center, the Governorate of Cairo, and others to be determined. Partners include CARE (extension to the NSP grant) and others to be determined.

## **2. Teacher Training and Capacity Building:**

Teacher training and capacity building activities contribute to Results I, IV, and V above. Pre-service (student-teachers education programs) reform activities will provide technical assistance to bring teaching approaches to modern standards, train staff to use and teach modern methods, develop learning materials, and testing skills. This also includes reforming the different components of the student-teacher preparation program as well as supporting the reform of the teacher certification process. The reform also includes better teaching practice programs, setting and adopting standards as the basis for curricula, testing, and student/teacher performance measurement. Assistance could also be provided to the teaching faculties for setting new policies.

One major aim of the program is to improve the quality of English language instruction and teacher training programs in Egypt. Assistance in the development of English language teaching skills for instructors will aim at building the institutional capacity of the English language training entities in the MOE and Faculties of Education. The program also will provide technical assistance for improving the delivery of professional development programs to English language teaching staff, and will support the development of a standards based approach for underlying English language instruction and learning materials at the MOE and the FOEs nationwide. Finally, it will support the MOE's introduction of English language at the second grade level of the primary stage instead of at the fourth grade level.

Finally, the program will include in-country, overseas and third country participant training. The goal is to improve the performance of target educators from the Ministry of Education, the Ministry of Higher Education,

NGOs, and other implementing partners under the above activities through high quality training and observation of excellent models. The training would contribute to the achievement of the goals for each activity. Moreover, U.S. trained cadres would in turn improve the professional performance of Egyptian education institutions and organizations and help strengthen the management and technical capabilities within them.

The counterparts for training activities are the Ministry of Education and the Ministry of Higher Education and Scientific Research. Non-GOE partners will be determined, after consultation with the implementing ministries.

### **3. Opportunities and Support for Disadvantaged Children**

Offering opportunities to disadvantaged children contributes to Results II, III, and IV. One activity towards these results includes a life-skills development program. It expands access to non-formal education for girls and young women, increases community participation and support for girls' education, and improves the health and educational status of girls and young women living in Egypt. Local NGOs award primary and preparatory school scholarships and will deliver the life skills program, targeting girls who may or may not be enrolled in the formal education system. A special component will be targeted toward young men to raise awareness of health and life skills issues, similar to what is offered to the girls and women.

A second activity focuses on improving pre-school readiness by focusing on basic literacy and numeracy skills. This will be provided through a television series that also helps equalize opportunities for early school success, particularly among the disadvantaged. It will actively promotes girls' education and models positive images for girls and boys, as well as desired behavioral health and environmental practices for children and families. The activity will include a parental outreach component and will develop learning materials for rural areas targeting 10,000 families in Upper Egypt.

Providing scholarships for girls focuses on granting scholarships to school age girls from the poorest families



to join schools. A stipend may or may not be paid to the family to substitute the income that the child would have earned through child labor. These scholarships increase access to education for girls in targeted areas by providing opportunities for those who would not otherwise be enrolled in school; increase community participation in girls' education; address the economic constraints to female enrollment in primary schools; and support monitoring of girls' health and well being. Future scholarships will continue to support the poor and disadvantaged to increase the number of children, particularly girls, attending schools and to strengthen NGO capacity to demonstrate and implement innovative models.

Funds will also be used to support the development of an NGO pilot demonstration model in Cairo Governorate to build on local CDA capacity for community development. This will utilize existing NGO programs to target select impoverished communities of Cairo. A combination of community schools, parental education, community participation, non-formal life-skills and health awareness will collectively demonstrate a model of focused program integration.

Currently the life-skills "New Horizons" program is implemented under a grant to the Center for Education Development and Population Activities (CEDPA) in 21 governorates. It will be replicated under a follow-on grant, extending to other governorates and increasing access to critical health, literacy, and non-formal education for young women and men. The pre-school preparedness activity is under a grant to "Sesame Workshop" for a local version, "Alam Simsim". A follow on grant will support objectives such as language, health, hygiene, and a parental outreach activity. Save the Children is offering scholarships for formal education under a grant for the "APEAL" project. An extension will help to continue scholarships for those who are not enrolled in school in the rural areas of Minya, Sohag, and Qena governorates.

The counterpart for these activities is the Ministry of Education.

**4. Management Support (Miscellaneous, Personnel, Technical Assistance & Audits)**

This management support element funds project management, monitoring, audits, technical assistance and support, national policy dialogue, personnel and miscellaneous related expenses. Personnel funded under management support shall be afforded the general exemptions provided under Section B.4. of Annex 2 hereto, in accordance with that Section.

**VI. ROLES AND RESPONSIBILITIES OF THE PARTIES**

Each counterpart Ministry identified under Section V above will be responsible, on behalf of the Government of Egypt (GOE), for overall implementation of the respective activity.

USAID and the International Cooperation Sector of the Ministry of Foreign Affairs will manage this Agreement jointly; in particular signing and amending the Agreement.

Implementation of activities funded under this Agreement may be carried out by the GOE and a combination of U.S., international and local organizations working under grants, cooperative agreements and contracts in support of the Objective. USAID will enter into such grants, cooperative agreements and contracts only after consultation with the relevant GOE implementing partner.

**A. Grantee: The Government of Egypt**

As the provider of public services in Egypt, the GOE establishes policies and program guidelines within which development partners provide assistance. The Ministry of Foreign Affairs is responsible for international cooperation. The counterpart activity implementation Ministry is responsible for ensuring that appropriate staff and infrastructure are in place to support the education activities to be carried out hereunder. The counterpart Ministry is responsible for collaborating with USAID to review program priorities and approaches, and to participate in planning and implementation processes.

## B. USAID

USAID, as the funding agency for this Agreement, is responsible for executing contracts and grants to implement approved activities needed to achieve the results described in this Agreement.

## VII. MONITORING AND EVALUATION

The indicators specified in Section IV above will be used to track and measure progress toward achievement of the objectives of this Agreement, influence the allocation of financial resources, and monitor performance. GOE management information systems, complemented by activity reports, will provide the basis for annual assessments of overall progress toward program goals and objectives. Therefore, all activities funded under this Agreement will include reporting requirements to help USAID and the GOE to monitor achievement of activity results and performance targets. In addition, the USAID in consultation with the appropriate partner will use performance data as the basis for recommending adjustments in targets, indicators and activities.

Measures of performance will be based on several sources, including the GOE, USAID and other donor-financed studies, and partner activity reports. The monitoring, evaluation, and training project (activity) in this Agreement will collect data for measuring performance towards achieving the results specified in Section IV, results of the Agreement, and specific project and activity level results and accomplishments.

One major evaluation, tentatively planned for the year 2002, will be conducted. This evaluation will examine the extent to which the New School Program activities have achieved their intended results and assess the overall development impact of USAID-financed activities in this sector. It will also recommend any activity modifications needed to improve performance. As the cornerstone of the previous girls' education strategy, this will inform the further development and design of the new overarching program strategy, to be incorporated within this SOAG upon its completion. The evaluation team will also assess the Alexandria Education Pilot Reform efforts to date in order to help the design team to develop activities specified

under this Agreement. In addition to this formal evaluation, ad hoc evaluations and assessments may also be conducted to answer specific program design and implementation questions.

At the conclusion of the overall program design effort and selection of target communities, specific baseline data and targets will be determined to reflect program impact.

#### VIII. FINANCIAL PLAN

The illustrative financial plan for this Agreement is attached. Changes may be made to the financial plan by the representatives of the Parties using implementation letters, without formal amendment to the Agreement, provided that such changes may not cause USAID's contribution to exceed the amount specified in Section 3.1 of the Agreement.

**SO22 Improved Basic Education  
(263-022)  
Illustrative Financial Plan (\$000)  
USAID Contribution**

<b>Activities</b>	<b>FY02 Obligation under This Agreement</b>	<b>Future Obligation</b>	<b>USAID Total SOAG</b>
Education Reform and Pilots	12,200	11,500	23,700
Training (Faculty of Education, English Language, Participant Training)	4,300	19,300	23,600
Scholarships and Opportunities	4,700	9,200	13,900
Project Management (Personnel, Monitoring, Audits)	2,200	1,200	3,400
<b>Total</b>	<b>23,400</b>	<b>41,200</b>	<b>64,600</b>

**SO22 Improved Basic Education  
(263-022)  
Illustrative Financial Plan (LE 000)  
GOE Contribution**

Activities	Cash Contribution	In-Kind Contribution	FT-800	Total GOE Contribution
Education Reform and Pilots		68,400		68,400
Training (Faculty of Education, English Language)	-	5,542	-	5,542
Scholarships and Opportunities	-	2,300	-	2,300
Employers Share of Social Insurance, airfare tickets and medical checks	-	-	4,500	4,500
<b>Total</b>	-	<b>76,242</b>	<b>4,500</b>	<b>80,742<sup>1</sup></b>

<sup>1</sup> The GOE contribution equivalent in U.S. Dollars is \$ 17.553 million calculated at LE4.6= \$1.